

***Missouri***  
***Annual Blind/Visually Impaired Literacy Study***  
***December 2007***

Missouri Department of Elementary and Secondary Education  
Division of Special Education

*Missouri Annual Blind/Visually Impaired Literacy Study*  
December 2007

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## **PURPOSE**

The Missouri Department of Elementary and Secondary Education (DESE) Division of Special Education (DSE), per Missouri Revised Statute 162.1136, conducts an annual study of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on December 1<sup>st</sup> each year. Additional copies of this report may be obtained at <http://www.dese.mo.gov/divspeced/Blind/blindlitstudy07.pdf>.

## **BACKGROUND**

The information contained in this report pertains to the literacy of eligible blind students. An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees (Section 162.1130 RSMo), and who is eligible for special education services for the visually impaired as defined in the Department of Elementary and Secondary Education State Plan (Section 162.1136 RSMo).” For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for visual impairment/blindness in the Missouri State Plan for Special Education - Part B which includes the category of students previously reported as “partially sighted” (see Appendix A for DESE/DSE eligibility definition of visually impairment/blindness).

## **DATA ELEMENTS**

### **Data Element 1:** The methodology of the study

Data provided in this study were collected from three sources – American Printing House, Inc. (APH) which collects data for the *Federal Quota Registration*, Missouri Department of Elementary and Secondary Education (DESE) which collects data on all students including students with disabilities and Missouri Department of Social Services Rehabilitation Services for the Blind (RSB) which provides a variety of services to Missourians with visual impairments.

#### American Printing House (APH):

Data collected from APH for the *Federal Quota Registration* include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g. Braille, large print, audio). To be eligible for the Federal Quota Registration, students must meet the definition of blindness, i.e. “central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist.”

Data utilized from APH includes counts of students enrolled in any formally organized public, private, or non-profit educational program of less than college level by grade placement, i.e. preschool and school age categories, and by primary reading medium. The Federal Quota Registration preschool categories include ages 0 to preK5, and the school age categories include grades K-12, academic nongraded, vocational, and other registrants enrolled and having an Individualized Education Program (IEP) (see Appendix B-Federal Quota Registration for descriptions). Further descriptive information beyond the scope of this report may be found at <http://www.aph.org/fedquotpgm/instr2007.html>.

## Missouri Department of Elementary and Secondary Education (DESE)

Data were utilized from the *Core Data Collection System*, DESE's web-based data collection system which is used to collect a variety of federal and state required educational information. The Core Data Collection System includes data concerning students' ages 3-21 with disabilities including students meeting the eligibility requirements for Visually Impaired/Blindness, i.e. "an impairment in vision that, even with correction, adversely affects a child's educational performance." This definition includes both partial sight (visual acuity of 20/70 to 20/200 in the better eye with best correction by glasses) and blindness (visual acuity of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20 degrees or less). These data include counts of students by age and by school district (for further descriptive information, see <http://www.dese.mo.gov/divimprove/coredata/CDcollect.html>). Note that many children ages 3 to PreK5 are reported as Young Child with a Developmental Delay (YCDD) regardless of disability type, and therefore would not be included in these counts.

It should also be noted that prior to December 1, 2003, data were collected separately for partially sighted and blind students. Thereafter data are collected as a single disability category, i.e. visual impairment/blindness, a combination of partially sighted and blind students.

Other required data are collected by the Division of Special Education via survey. The Blind Literacy Survey collects information annually in January concerning the literacy level of students recorded by APH on the *Federal Quota Registration*. This survey yields counts of blind students (ages 3 through 21) who:

- receive and no longer receive Braille reading and writing instruction
- use a slate, stylus or other writing device
- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind

In 2006-2007, a total of 404 public schools and other agencies returned a survey.

## Missouri Department of Social Services Rehabilitation Services for the Blind (RSB):

The Missouri Department of Social Services Rehabilitation Services for the Blind provided data regarding the counts of blind/visually impaired students who:

- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind through a school district

For further information, see <http://www.dss.mo.gov/fsd/rsb/> and <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

## Calculations:

The eligibility definition for the Federal Quota Registration contains similar language as the Missouri statutory definition (162.1130 RSMo) and the Missouri State Plan for Special Education (see Appendix A and Appendix B). However, reporting requirements for APH and DESE Core Data vary thus yielding different counts. The primary variances are as follows:

- APH Federal Quota Registration counts are collected annually on the first Monday in January on the basis of blindness alone or with other disabilities with no primary disability designated.
- DESE Core Data counts are collected annually on December 1 on the basis of visual impairment which includes partial sight as well as blindness as the primary disability. Therefore, the Core Data visual impairment/blindness category includes students who would not be counted on the APH Federal Quota Registration, i.e. partially sighted, but on the other hand would not include some students reported on APH because the primary disability designated is not partially sighted or blindness, including early childhood special education (ECSE) students in the Young Child with a Developmental Delay category used by many school districts for all ECSE children.

In order to ensure validity given these variances, data from APH and DESE Core Data are not combined for calculation or for comparative analysis, and data sources are noted on all tables and charts.

**Data Element 2:** The percentage of eligible students in the study who read Braille, print, or large print.

| Blind/Visually Impaired Students<br>Percentage by Primary Reading Medium<br>School Age (5K to 21) |             |        |           |        |           |        |           |        |           |        |
|---|-------------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| Primary Reading Media   | School Year |        |           |        |           |        |           |        |           |        |
|   | 2002-2003   |        | 2003-2004 |        | 2004-2005 |        | 2005-2006 |        | 2006-2007 |        |
|   | #           | %      | #         | %      | #         | %      | #         | %      | #         | %      |
| Braille Readers   | 103         | 15.3%  | 101       | 14.6%  | 101       | 14.7%  | 112       | 14.7%  | 107       | 13.8%  |
| Visual Readers  | 235         | 35.0%  | 238       | 34.3%  | 233       | 34.0%  | 247       | 32.5%  | 248       | 31.9%  |
| Auditory Readers  | 29          | 4.3%   | 35        | 5.0%   | 33        | 4.8%   | 49        | 6.4%   | 53        | 6.8%   |
| Prereaders  | 72          | 10.7%  | 65        | 9.4%   | 73        | 10.7%  | 54        | 7.1%   | 59        | 7.6%   |
| Nonreaders  | 233         | 34.7%  | 255       | 36.7%  | 245       | 35.8%  | 299       | 39.3%  | 310       | 39.9%  |
| Total School Age  | 672         | 100.0% | 694       | 100.0% | 685       | 100.0% | 761       | 100.0% | 777       | 100.0% |

**Data Source:** Data as of 09/17/2007 from APH Services, Inc. for Federal Quota Registration. Percentage of Readers = (Number in Primary Reading Media/Number of Eligible Students) x 100.

#### Primary Reading Media Definitions (APH):

- **Braille Readers** - Students primarily using Braille in their studies.
- **Visual Readers** - Students primarily using print in their studies.
- **Auditory Readers** - Students primarily using a reader or auditory materials in their studies.
- **Prereaders** - Students working on or toward a readiness level; older students with reading potential.
- **Nonreaders** - Nonreading students; students who show no reading potential; students who do not fall into any of the above categories.

Note: The data collected for Visual Readers does not report separate categories for students primarily using standard versus large print.

#### Findings:

The percentage of Braille Readers and Visual Readers decreased from 2005-2006 to 2006-2007 whereas the percentage of Auditory Readers, Prereaders and Non-Readers increased. The data collected does not distinguish the use of technologies such as computers and other devices which could account for changes in primary reading mediums used by eligible students.

**Data Element 3:** The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130.

Note: Data reporting requirements differ between APH and DESE Core Data. See "Calculations" on page 2 for further information.  
Other public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

| DESE Core Data<br>Number of Blind/Visually Impaired Students |                               |     |                     |                               |       |                     |                               |        |                     |                               |        |                     |                               |        |                     |
|--|-------------------------------|-----|---------------------|-------------------------------|-------|---------------------|-------------------------------|--------|---------------------|-------------------------------|--------|---------------------|-------------------------------|--------|---------------------|
|  | 2002-2003                     |     |                     | 2003-2004                     |       |                     | 2004-2005                     |        |                     | 2005-2006                     |        |                     | 2006-2007                     |        |                     |
|  | Other Public School Districts | MSB | Total Public School | Other Public School Districts | MSB   | Total Public School | Other Public School Districts | MSB    | Total Public School | Other Public School Districts | MSB    | Total Public School | Other Public School Districts | MSB    | Total Public School |
| Ages 3 to PreK5  | 13                            | NA  | 13                  | 17                            | NA    | 17                  | 21                            | NA     | 21                  | 30                            | NA     | 30                  | 43                            | NA     | 43                  |
| Ages 5K to 21  | 377                           | 115 | 492                 | 391                           | 105   | 496                 | 367                           | 92     | 459                 | 371                           | 81     | 452                 | 406                           | 72     | 478                 |
| TOTAL  | 390                           | 115 | 505                 | 408                           | 105   | 513                 | 388                           | 92     | 480                 | 401                           | 81     | 482                 | 449                           | 72     | 521                 |
| Annual Percent Increase/Decrease                             | —                             | —   | —                   | 4.6%                          | -8.7% | 1.6%                | -4.9%                         | -12.4% | -6.4%               | 3.4%                          | -12.0% | 0.4%                | 12.0%                         | -11.1% | 8.1%                |

**Data Source:** Data as of 10/04/07 from Screen 11 of Core Data of DESE Core Data Collection System. Totals for Ages 3 to PreK 5 are not applicable to MSB which serves students ages 5K and older. Counts include parentally placed private school children receiving services from the public school.

| APH Federal Quota Registration<br>Number of Blind/Visually Impaired Students |                                |     |       |                                |       |       |                                |        |       |                                |       |       |                                |        |       |
|--|--------------------------------|-----|-------|--------------------------------|-------|-------|--------------------------------|--------|-------|--------------------------------|-------|-------|--------------------------------|--------|-------|
|  | 2002-2003                      |     |       | 2003-2004                      |       |       | 2004-2005                      |        |       | 2005-2006                      |       |       | 2006-2007                      |        |       |
|  | Other Public & Private Schools | MSB | Total | Other Public & Private Schools | MSB   | Total | Other Public & Private Schools | MSB    | Total | Other Public & Private Schools | MSB   | Total | Other Public & Private Schools | MSB    | Total |
| Ages 3-PreK5   | 128                            | NA  | 128   | 132                            | NA    | 132   | 132                            | NA     | 132   | 125                            | NA    | 125   | 143                            | NA     | 143   |
| Ages 5K to 21  | 566                            | 106 | 672   | 598                            | 96    | 694   | 603                            | 82     | 685   | 680                            | 81    | 761   | 709                            | 68     | 777   |
| TOTAL  | 694                            | 106 | 800   | 730                            | 96    | 826   | 735                            | 82     | 817   | 805                            | 81    | 886   | 852                            | 68     | 920   |
| Annual Percent Increase/Decrease   | —                              | —   | —     | 5.2%                           | -9.4% | 3.3%  | 0.7%                           | -14.6% | -1.1% | 9.5%                           | -1.2% | 8.4%  | 5.8%                           | -16.0% | 3.8%  |

**Data Source:** Data as of 09/17/2007 from American Printing House Services, Inc. for Federal Quota Registration. Other Public & Private Schools include any formally organized public or private, nonprofit educational program of less than college level (see Appendix B for further information).

**Findings:**

Based on DESE Core Data, the number of blind/visually impaired students educated in Missouri School for the Blind decreased over the five year period from 2002-2003 to 2006-2007; over this same five year period, the number blind/visually impaired students educated in other Missouri public schools increased with the exception of 2004-2005.

**Data Element 4:** The number of students currently reading Braille, large print, and standard print.

Note: For definitions of academic nongraded, other registrants and vocational, see Appendix B.

| Grade or Level     | Number of Braille and Visual Readers by Grade/Level |                |         |                 |                |         |                 |                |        |                 |                |         |
|--------------------|---|----------------|---------|-----------------|----------------|---------|-----------------|----------------|--------|-----------------|----------------|---------|
|                    | 2002-2003   |                |         | 2003-2004       |                |         | 2004-2005       |                |        | 2005-2006       |                |         |
|                    | Braille Readers                                     | Visual Readers | Total   | Braille Readers | Visual Readers | Total   | Braille Readers | Visual Readers | Total  | Braille Readers | Visual Readers | Total   |
| Academic Nongraded | 8   | 7              | 15      | 6               | 7              | 13      | 5               | 5              | 10     | 6               | 4              | 10      |
| K                  | 3   | 12             | 15      | 2               | 9              | 11      | 5               | 3              | 8      | 8               | 13             | 21      |
| 1                  | 5   | 10             | 15      | 9               | 14             | 23      | 9               | 12             | 21     | 7               | 14             | 21      |
| 2                  | 5   | 18             | 23      | 4               | 15             | 19      | 7               | 18             | 25     | 7               | 16             | 23      |
| 3                  | 6   | 17             | 23      | 8               | 19             | 27      | 6               | 13             | 19     | 8               | 16             | 24      |
| 4                  | 6   | 16             | 22      | 4               | 17             | 21      | 7               | 26             | 33     | 5               | 17             | 22      |
| 5                  | 6   | 12             | 18      | 6               | 23             | 29      | 5               | 25             | 30     | 8               | 26             | 34      |
| 6                  | 9   | 14             | 23      | 9               | 17             | 26      | 7               | 20             | 27     | 6               | 28             | 34      |
| 7                  | 6   | 13             | 19      | 8               | 15             | 23      | 8               | 16             | 24     | 8               | 20             | 28      |
| 8                  | 7   | 20             | 27      | 7               | 17             | 24      | 8               | 13             | 21     | 7               | 19             | 26      |
| 9                  | 11  | 23             | 34      | 6               | 16             | 22      | 8               | 16             | 24     | 10              | 11             | 21      |
| 10                 | 9   | 17             | 26      | 11              | 21             | 32      | 4               | 13             | 17     | 8               | 14             | 22      |
| 11                 | 10  | 18             | 28      | 8               | 22             | 30      | 11              | 22             | 33     | 5               | 16             | 21      |
| 12                 | 6   | 24             | 30      | 10              | 15             | 25      | 7               | 24             | 31     | 15              | 25             | 40      |
| Other Registrants  | 6   | 13             | 19      | 3               | 11             | 14      | 4               | 7              | 11     | 4               | 8              | 12      |
| Vocational         | 0   | 1              | 1       | 0               | 0              | 0       | 0               | 0              | 0      | 0               | 0              | 0       |
| Total              | 103   | 235            | 338     | 101             | 238            | 339     | 101             | 233            | 334    | 112             | 247            | 359     |
| Percent of Total   | 30.5%   | 69.5%          | 100.0 % | 29.8%           | 70.2%          | 100.0 % | 30.2%           | 69.8%          | 100.0% | 31.2%           | 68.8%          | 100.0 % |
|                    |   |                |         |                 |                |         |                 |                |        |                 |                |         |
|                    |   |                |         |                 |                |         |                 |                |        |                 |                |         |

**Data Source:** Data as of 09/17/2007 from APH Services, Inc. for Federal Quota Registration.

### **Findings:**

The percents of the total count of Braille and visual readers have remained consistent over the past five school years (2002-2003 to 2006-2007).

**Data Element 5:** The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services.

| Braille Readers<br>Receiving Braille and Related Services and/or Materials<br>But Not Receiving Braille Reading/Writing Instruction |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
| School Year   | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
| Number of Non-Instructional Recipients  | 23        | 38        | 20        | 29        | 32        |
| Total Braille Readers (instructional & non-instructional)   | 103       | 101       | 101       | 112       | 107       |
| Percent of Total Braille Readers  | 22.3%     | 37.6%     | 19.8%     | 25.9%     | 29.9%     |

**Data Sources:** Number of non-instructional recipients (Braille readers not receiving Braille reading and writing instruction) from Blind Literacy Survey from DESE-DSE. Total Number of Braille Readers from APH Services, Inc. for Federal Quota Registration as of 09/17/2007. Percentage of Total Braille Readers = (Number of Non-Instructional Recipients/Total Braille Readers) x 100.

### **Findings:**

In general, the number and percent of Braille readers receiving Braille and related services materials but not receiving Braille reading or writing instruction has increased over the past 3 years.

**Data Element 6:** The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.

Note: Local public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

| Teachers Certificated in Blind/Partially Sighted<br>Employed in Missouri Public Schools |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
| Local Public School Districts   | 77        | 76        | 81        | 85        | 89        |
| MSB   | 17        | 15        | 17        | 20        | 29        |
| Total Count   | 94        | 91        | 98        | 105       | 118       |

**Data Source:** Data as of 09/17/2007 from Core Data and Certification from DESE. Counts are of teachers certificated in Blind/Partially Sighted (K-12), employed in any Missouri public school and teaching any special education class.

**Findings:**

The number of certificated vision teachers or teachers of the blind or visually impaired currently employed in the State of Missouri by local Public school districts and MSB has increased the past three years.

**Data Element 7:** The number of eligible students who use a slate and stylus and/or other devices in writing Braille.

| Blind/Visually Impaired Students<br>Number Using Slate/Stylus and/or Other Device in Writing Braille |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
| School Year  | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
| Number Braille Writers   | 162       | 172       | 124       | 162       | 178       |
| Total Braille and Visual Readers   | 338       | 339       | 334       | 359       | 355       |
| Percent of Total Braille and Visual Readers  | 47.9%     | 50.7%     | 37.1%     | 45.1%     | 50.1%     |

**Data Sources:** Number of Braille Writers from Blind Literacy Survey from DESE-DSE. Percentage of Total Braille and Visual Readers = Number of Braille Writers/Total Number of Braille and Visual Readers. Number of Braille and Visual Readers from APH Services, Inc. for Federal Quota Registration as of 09/17/2007.

**Findings:**

In general, the number of eligible students who use a slate/stylus or other writing devices in writing Braille is consistent with the exception of 2004-2005.

**Data Element 8:** The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility.<sup>1</sup>

Notes: Other public school districts are all Missouri public schools except Missouri School for the Blind (MSB).  
For definitions of placements, see Appendix C.

| Age              | Blind/Visually Impaired Students<br>Number of School Age (5K-21+) Placements by Age<br>2006-2007 |                                 |                           |                           |                               |                              |                     |                              |   |                            |           | TOTALS |
|------------------|--|---------------------------------|---------------------------|---------------------------|-------------------------------|------------------------------|---------------------|------------------------------|---|----------------------------|-----------|--------|
|                  | OTHER PUBLIC SCHOOL DISTRICT PLACEMENTS  |                                 |                           |                           |                               |                              |                     |                              |   |                            | MSB       |        |
|                  | Inside Regular Class >79%  | Inside Regular Class 40% to 79% | Inside Regular Class <40% | Parentally Placed Private | Private Separate Day Facility | Public Separate Day Facility | Homebound /Hospital | Private Residential Facility | State Operated Separate School (except MSB) | Total Other Public Schools | Total MSB |        |
| 5K               | 6  | 0                               | 1                         | 0                         | 0                             | 0                            | 0                   | 0                            | 0   | 7                          | 2         | 16     |
| 6                | 15   | 7                               | 0                         | 2                         | 2                             | 0                            | 0                   | 0                            | 1   | 26                         | 3         | 56     |
| 7                | 6  | 5                               | 1                         | 0                         | 1                             | 0                            | 0                   | 0                            | 2   | 13                         | 1         | 29     |
| 8                | 20   | 10                              | 2                         | 1                         | 0                             | 0                            | 1                   | 0                            | 3   | 34                         | 0         | 71     |
| 9                | 20   | 9                               | 3                         | 0                         | 0                             | 0                            | 0                   | 0                            | 6   | 32                         | 2         | 72     |
| 10               | 22   | 5                               | 3                         | 1                         | 0                             | 0                            | 0                   | 0                            | 3   | 31                         | 6         | 71     |
| 11               | 22   | 7                               | 1                         | 0                         | 0                             | 1                            | 0                   | 0                            | 6   | 31                         | 9         | 77     |
| 12               | 29   | 8                               | 1                         | 0                         | 0                             | 0                            | 0                   | 0                            | 3   | 38                         | 6         | 85     |
| 13               | 22   | 2                               | 2                         | 0                         | 0                             | 1                            | 0                   | 0                            | 1   | 27                         | 5         | 60     |
| 14               | 19   | 11                              | 3                         | 0                         | 0                             | 0                            | 0                   | 0                            | 0   | 33                         | 6         | 72     |
| 15               | 12   | 10                              | 1                         | 1                         | 0                             | 0                            | 0                   | 0                            | 2   | 24                         | 5         | 55     |
| 16               | 25   | 9                               | 4                         | 0                         | 0                             | 0                            | 0                   | 0                            | 0   | 38                         | 3         | 79     |
| 17               | 20   | 4                               | 4                         | 0                         | 0                             | 0                            | 0                   | 0                            | 1   | 28                         | 9         | 66     |
| 18               | 7  | 2                               | 0                         | 0                         | 0                             | 0                            | 0                   | 0                            | 2   | 9                          | 3         | 23     |
| 19               | 0  | 2                               | 1                         | 0                         | 0                             | 0                            | 0                   | 0                            | 2   | 3                          | 9         | 17     |
| 20               | 0  | 0                               | 0                         | 0                         | 0                             | 0                            | 0                   | 0                            | 0   | 0                          | 3         | 3      |
| 21+              | 0  | 0                               | 0                         | 0                         | 0                             | 0                            | 0                   | 0                            | 0   | 0                          | 0         | 0      |
| TOTAL SCHOOL AGE | 245  | 91                              | 27                        | 5                         | 3                             | 2                            | 1                   | 0                            | 32  | 406                        | 72        | 478    |
| Percent of Total | 51.3%  | 19.0%                           | 5.6%                      | 1.0%                      | 0.6%                          | 0.4%                         | 0.2%                | 0.0%                         | 6.7%  | 84.9%                      | 15.1%     | 100.0% |

**Data Source:** Data as of 10/04/2007 from Screen 11 of Core Data from DESE Core Data Collection System.

<sup>1</sup> Placement categories are designated as follows : General classroom = Inside Regular Class >79%  
Itinerant or Resource = Inside Regular Class 40% to 79%  
Self-Contained = Inside Regular Class <40%

(Continued on next page)

**Data Element 8:** The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility (CONTINUED FROM PREVIOUS PAGE).

| Placement                                     | Blind/Visually Impaired Students<br>Number of School Age (5K-21+) Placements by Age |               |            |               |            |               |            |               |            |               |
|---|---|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
|   | 2002-2003   |               | 2003-2004  |               | 2004-2005  |               | 2005-2006  |               | 2006-2007  |               |
|   | #   | %             | #          | %             | #          | %             | #          | %             | #          | %             |
| Other Public School District Placements       |   |               |            |               |            |               |            |               |            |               |
| Inside Regular Class >79%                     | 246   | 50.2%         | 243        | 49.3%         | 238        | 52.1%         | 239        | 52.9%         | 245        | 51.3%         |
| Inside Regular Class 40% to 79%               | 91  | 18.6%         | 91         | 18.5%         | 83         | 18.2%         | 89         | 19.7%         | 91         | 19.0%         |
| Inside Regular Class <40%                     | 28  | 5.7%          | 38         | 7.7%          | 34         | 7.4%          | 29         | 6.4%          | 27         | 5.6%          |
| Parentally Placed Private School              | —   | —             | —          | —             | —          | —             | 8          | 1.8%          | 5          | 1.0%          |
| Private Separate Day Facility                 | 4   | 0.8%          | 5          | 1.0%          | 4          | 0.9%          | 5          | 1.1%          | 3          | 0.6%          |
| Public Separate Day Facility                  | 2   | 0.4%          | 6          | 1.2%          | 5          | 1.1%          | 1          | 0.2%          | 2          | 0.4%          |
| Homebound/Hospital                            | 3   | 0.6%          | 3          | 0.6%          | 1          | 0.2%          | 0          | 0.0%          | 1          | 0.2%          |
| Private Residential Facility                  | 1   | 0.2%          | 2          | 0.4%          | 0          | 0.0%          | 0          | 0.0%          | 0          | 0.0%          |
| State Operated Separate School (except MSB)   | 0   | 0.0%          | 0          | 0.0%          | 0          | 0.0%          | 0          | 0.0%          | 32         | 6.7%          |
| Total Other Public School District Placements | 375   | 76.5%         | 388        | 78.7%         | 365        | 79.9%         | 371        | 82.1%         | 406        | 84.9%         |
| Total MSB                                     | 115   | 23.5%         | 105        | 21.3%         | 92         | 20.1%         | 81         | 17.9%         | 72         | 15.1%         |
| <b>TOTAL</b>                                  | <b>490</b>  | <b>100.0%</b> | <b>493</b> | <b>100.0%</b> | <b>457</b> | <b>100.0%</b> | <b>452</b> | <b>100.0%</b> | <b>478</b> | <b>100.0%</b> |

**Data Source:** Data as of 10/04/2007 from Screen 11 of Core Data from DESE Core Data Collection System.

\*\*Prior to 2005-2006, counts of Parentally Placed Private School children were not collected as a separate category. Counts were included in the respective Inside Regular Class Categories.

\*\*\*Besides MSB, the only other State Operated Separate School that had blind/visually impaired students to report was State Schools for the Severely Handicapped (SSSH). Prior to 2006-2007, a student attending SSSH had to have the diagnosis of mentally retarded (MR) in order to be eligible. Since this is no longer the case, other disability categories, including blind/visually impaired, were reported in 2006-2007.

### **Findings:**

Over the past five school years, the percentage of blind/visually impaired students educated in MSB has decreased while the percentage educated in the total local public school district placements has increased.

**Data Element 9:** The graduation rate of eligible students compared to those students who are not disabled.

Since the total sum of blind/visually impaired graduates and dropouts is typically less than 40 students statewide, graduation rates tend to vary significantly from year to year, i.e. the addition of one dropout can cause the graduation rate to drop significantly. Therefore, when comparing trends in blind/visually impaired graduation rates, this factor should be taken into consideration.

| Graduation Rates<br>Blind/Visually Impaired Students and All Students |                         |                                |                 |                     |                 |
|---|-------------------------|--------------------------------|-----------------|---------------------|-----------------|
| Year  | Blind/Visually Impaired |                                | All             |                     |                 |
|   | Number of Graduates     | Number of Graduates & Dropouts | Graduation Rate | Number of Graduates | Graduation Rate |
| 2002-2003   | 32                      | 44                             | 72.7%           | 56,906              | 84.4%           |
| 2003-2004   | 30                      | 36                             | 83.3%           | 57,988              | 85.5%           |
| 2004-2005   | 37                      | 40                             | 92.5%           | 57,824              | 86.0%           |
| 2005-2006   | 34                      | 37                             | 91.9%           | 58,417              | 85.6%           |
| 2006-2007   | 22                      | 23                             | 95.7%           | 59,794              | 85.6%           |

**Data Source:** Data as of 10/04/07 from DESE Core Data Collection System.

Formulas:

- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Known to be Continuing and Dropped Out

| Blind/Visually Impaired Students<br>Number of Dropouts |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
| Exit Category  | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
| Received Certificate                                   | 0         | 0         | 1         | 0         | 0         |
| Reached Maximum Age                                    | 1         | 0         | 0         | 0         | 0         |
| Moved, Not Known to be Continuing                      | 7         | 2         | 0         | 3         | 1         |
| Dropped Out  | 4         | 4         | 2         | 0         | 0         |
| <b>TOTAL DROPOUTS</b>                                  | <b>12</b> | <b>6</b>  | <b>3</b>  | <b>3</b>  | <b>1</b>  |

**Data Source:** Data as of 10/04/07 from DESE Core Data Collection System.

#### **Findings:**

In general, the graduation rate for blind/visually impaired students has been comparable or greater than the graduation rate for all students in Missouri public schools with the exception of the 2002-2003 school year.

**Data Element 10:** The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.

| <b>Blind/Visually Impaired Students</b>                                  |        |
|--|--------|
| <b>Number Who Reached Age 21 Without Attaining a High School Diploma</b> |        |
| School Year  | Number |
| 2002-2003  | 1      |
| 2003-2004  | 0      |
| 2004-2005  | 1      |
| 2005-2006  | 0      |
| 2006-2007  | 0      |

**Data Source:** Data as 10/04/2007 from Screen 12 of Core Data from DESE Core Data Collection System. Number includes Reached Maximum Age and Received Certificate Exit Categories.

**Findings:**

The number of blind/visually impaired eligible students not meeting graduation requirements but terminated from formal education having reached age twenty-one includes only two students over the past five school years.

**Data Element 11:** The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP.

Note - Vocational rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. RSB delivers vocational rehabilitation services to eligible blind/visually impaired students ages 14 and over and to their families statewide (further information may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html> and <http://www.dss.mo.gov/fsd/rsb/>).

| <b>Cooperative IEP Transition Planning Services from Rehabilitative Services for the Blind</b> |           |           |           |
|--|-----------|-----------|-----------|
|  | 2004-2005 | 2005-2006 | 2006-2007 |
| Number of Student Recipients   | 108       | 139       | 72        |
| APH Federal Quota Registration   |           |           |           |
| Number of Students Age 14-21+ Reported   | 308       | 298       | 299       |

**Data Source:** Data from Rehabilitation Services for the Blind (RSB) as of 09/19/2007.

**Findings:**

Based on the data provided by the Rehabilitative Services for the Blind, fewer blind/visually impaired students received transition planning services with the cooperation of RSB as part of their IEP for school year 2006-2007 as compared to 2005-2006 even though the number of blind/visually impaired students ages 14-21+ reported on the APH Federal Quota Registration in 2006-2007 was consistent with 2005-2006. A comparable number of 74 were reported for 2006-2007 on the Blind Literacy Survey.

**Data Element 12:** The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation.

Note - Rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. All children ages 0 to 21+ identified as visually impaired upon parental consent or consent of the student (if the student is at least age eighteen) are to be referred from the local education agency to RSB. Additional information concerning the referral process may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

| <b>Referrals to Rehabilitative Services for the Blind</b> |           |           |           |
|---|-----------|-----------|-----------|
|   | 2004-2005 | 2005-2006 | 2006-2007 |
| Number of Students Ages 3-21 Referred                     | 41        | 30        | 31        |

**Data Source:** Data from Rehabilitation Services for the Blind (RSB) as of 09/17/2007.

**Findings:**

In general, referral data from Rehabilitation Services for the Blind (RSB) indicate the number of blind/visually impaired students referred for the first time to RSB is consistent from year to year. Referral data from the Blind Literacy Survey 2006 indicate that a total of 234 eligible students' ages 3-21 were referred to RSB which includes any referral made during the 2006-2007 school year to RSB not just students referred for the first time.

## **APPENDICES**

### **APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition**

#### **Visual Impairment/Blindness Definition:**

Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

#### **Criteria for Initial Determination of Eligibility**

A child displays a Visual Impairment when:

- A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist;
- B. visual acuity has been determined to be:
  - 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses;
  - 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20o or less.
- C. the visual impairment adversely affects the child's educational performance.

## **APPENDIX B - Federal Quota Registration**

The Federal Quota Registration is the census that records students who are eligible to receive materials provided by the federal Act to Promote the Education of the Blind. These Federal Quota accounts are maintained and administered by the American Printing House for the Blind (APH) and its Ex Officio Trustees. Instructions are distributed statewide to schools by Missouri School for the Blind (MSB) for the APH Federal Quota Registration as outlined by APH per federal requirements (see <http://www.aph.org/fedquotpgm/instr2007.html>).

### **ELIGIBILITY:**

In order for students to be eligible for registration in the Federal Quota Program, they MUST meet the requirements as outlined in An Act to Promote the Education of the Blind. Students must:

- Meet the definition of blindness--"central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist." (Note -the second part of the definition was added to the instructions January 2004).
- Be enrolled in a formally organized public or private, nonprofit educational program of less than college level.
- Be enrolled with the registering school or agency on the first Monday in January. The educational programs providing services to these students can include public, private, and parochial schools. There is NO chronological age limit for eligibility. The federal law limits registration to persons working at less than college level, but places no restriction on the ages of eligible students.

**Eligibility of Infants, Preschool Children and Homebound Students** - Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program and have a written education plan.

**Eligibility of Students Who Are Home Schooled** - In order for blind students enrolled in home school programs to prove eligible for registration in the Federal Quota Program, the home school program should meet guidelines and/or procedures in effect within each individual state.

### **INFORMATION TO BE REPORTED:**

For each eligible student, the following data must be reported:

- Name
- Date of birth
- School system or agency enrolling the student
- Grade placement
- Measurement of vision in right eye
- Measurement of vision in left eye
- Primary reading medium
- Additional reading media

## **DEFINITIONS OF REQUIRED INFORMATION AND REPORTING CODES:**

**Preschool and School Age Students:** This is not to include any eligible participants over school age.

| <b><u>Reporting Code</u></b> | <b><u>Definition</u></b>   |
|------------------------------|--|
| IP                           | Infants: Children of preschool age served by infant programs   |
| PS                           | Preschool Students: Children of preschool age served by preschool programs   |
| KG                           | Kindergarten Students: Children enrolled in kindergarten classes   |
| 01-12                        | Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using numerals 01 through 12  |
| AN                           | Academic Non-graded: Students of school age, as determined by state law, who are working to acquire skills necessary for placement in a regular grade.   |
| VO                           | Vocational Students: Students of school age, as determined by state law, who are in vocational training (e.g., students enrolled in a program which is designed to lead to independent employment). This does not include multi-handicapped students in prevocational programs or classes. |
| PG                           | Post-graduate Students: Students of school age, as determined by state law, in post-graduate high school programs, studying at less than college level   |
| OR                           | Other Registrants: Students of school age, as determined by state law, who do not fall into any of the above placements (e.g., students enrolled in classes for nonacademic students)  |

- **Vision Measurements and Reporting Codes:**

| <b><u>Reporting Code</u></b> | <b><u>Visual Measurement</u></b>   |
|------------------------------|--|
| Example: 20/200 or 20/400    | Distance Vision: 20/200 or less with maximum correction using the Snellen Chart  |
| VF                           | Visual Field: Restricted field of 20 degrees or less   |
| CF                           | Counts Fingers: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart  |
| FDB                          | Functions at the Definition of Blindness: Should be used when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart. |
| HM                           | Hand Movements: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart.   |
| OP                           | Object Perception  |
| LP                           | Light Perception   |
| NIL                          | Totally Blind  |

- **Reading Media:**

**Primary Reading Media and Reporting Codes:** The primary reading medium is to be reported for each student using the following reporting codes. Only these codes will be accepted. Note: Infants and preschoolers identified as visual, Braille, or auditory readers should be reported using the appropriate media code.

| <b><u>Reporting Code</u></b> | <b><u>Primary Reading Medium</u></b>   |
|------------------------------|--|
| V                            | Visual Readers: Student primarily using print in their studies   |
| B                            | Braille Readers: Students primarily using Braille in their studies   |
| A                            | Auditory Readers: Students primarily using a reader or auditory materials in their studies   |
| P                            | Prereaders: Students working on or toward a readiness level; infants, preschoolers, or older students with reading potential       |
| N                            | Nonreaders: Nonreading students; students who show no reading potential; students who do not fall into any of the above categories |

**Additional Reading Media and Reporting Codes (Required Category):** In addition to listing a primary reading medium, please check all additional reading media so that a more accurate profile of student literacy can be tracked. Please list all that apply.

| <b><u>Reporting Code</u></b> | <b><u>Additional Reading Medium</u></b>  |
|------------------------------|--|
| V                            | Visual: Students use print to some extent  |
| B                            | Braille: Students use Braille to some extent   |
| A                            | Auditory: Students use a reader or auditory materials to some extent                 |
| N/A                          | Not Applicable: Nonreaders, prereaders, or students with no additional reading media |

## **APPENDIX C - MO-DESE Special Education Placement and Dropout Categories**

### **SPECIAL EDUCATION PLACEMENT CATEGORIES (Descriptions for Screen 11 of Core Data Collection System)**

#### **Public Schools - School Age Placement Categories (Ages 5K-22)**

**Inside regular class 80 percent or more of the day** - Students with disabilities who are inside the regular classroom for 80% or more of the school day. (These are students who receive special education and related services outside the regular classroom for less than 21% of the school day.) This may apply to students with disabilities placed in:

- Regular class with special education/related services provided within regular classes
- Regular class with special education/related services provided outside regular classes;
- Regular class with special education services provided in resource rooms.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

**Inside regular class no more than 79% of the day and no less than 40% of the day** - Students with disabilities who are inside the regular classroom between 40 and 79% of the day. (These are students who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.) This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This may apply to students placed in:

- Resource rooms with special education/related services provided within the resource room
- Resource rooms with part-time instruction in a regular class

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

**Inside regular class less than 40 percent of the day** - Students with disabilities who are inside the regular classroom less than 40% of the school day. (These are students who received special education and related services outside the regular classroom for more than 60% of the school day.) This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This category may apply to students placed in:

- Self-contained special classrooms with part-time instruction in a regular class
- Self-contained special classrooms with full-time special education instruction on a regular school campus

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.

**State Operated Separate School** - This category should only be used by Missouri School for the Blind, Missouri School for the Deaf, and State Schools for the Severely Handicapped. Regular districts should no longer report resident students who are attending these state operated programs.

*(Continued on next page)*

**Private Separate (Day) Facility** - Students with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom districts contract to provide special education services to students within their district.

**Public Separate (Day) Facility** - Students with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This *does not* include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

**Homebound/Hospital** - Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

**Private Residential Facility** - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the **public school IEP** team. This *does not* include students living in private residential facilities but attending public schools.

**Parentally Placed Private School Children** - Students with disabilities who are parentally placed in private schools, including home schools, and are receiving special education and related services from the public school.

## **SPECIAL EDUCATION DROPOUT CATEGORIES** **(Descriptions for Screen 12 of the Core Data Collection System)**

### **Dropout Categories (Ages 14-22):**

**\*Received a Certificate** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who **reached age 21** or otherwise terminated their education and who have met the district's attendance requirements.

**\*Reached Maximum Age** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and **did not** receive a diploma **or** certificate of attendance.

**\*Moved, Not Known to be Continuing** – Students with disabilities who have moved out of the district and are **not known** to be continuing in any type of educational program (i.e., no records request from another educational program).

**\*Dropped Out** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, GED recipients, and status unknown.

\* These categories are combined for dropout calculations.